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ABSTRACT

Presenting descriptions of seven successful emergent literacy programs, this book demonstrates that early literacy intervention programs with a focus on accelerated learning and on authentic reading and writing tasks can prevent many first-grade children from failing to learn to read. Programs described in the book focus on story book reading and writing with attention to word level strategies and are developmental, not remedial, in nature. Chapters in the Context for Current Interventions section are: "Early Literacy Interventions: Aims and Issues" (Barbara M. Taylor and Elfrieda H. Hiebert); and "Compensatory and Special Education: Is There Accountability for Learning and Belief in Children's Potential?" (Anne McGill-Franzen). Chapters in the Tutoring and Small-Group Interventions section are: "At-Risk University Students Tutoring At-Risk Elementary School Children: What Factors Make It Effective?" (Connie Juel); "Implementing Reading Recovery in New York: Insights from the First Two Years" (M. Trika Smith-Burke and Angela M. Jaggar); "A Small-Group Literacy Intervention with Chapter 1 Students" (Elfrieda H. Hiebert); and "Early Intervention in Reading: Supplemental Instruction for Groups of Low-Achieving Students Provided by First-Grade Teachers" (Barbara M. Taylor and others). Chapters in the Extending Interventions across Schools section are: "Success for All: Getting Reading Right the First Time" (Robert E. Slavin and others); "Interactive Writing: A Transition Tool for Assisting Children in Learning to Read and Write" (Gay Su Pinnell and Andrea McCarrier); "Promoting Early Literacy Development among Spanish-Speaking Children: Lessons from Two Studies" (Claude Goldenberg); and "Interventions and the Restructuring of American Literacy Instruction" (Elfrieda H. Hiebert and Barbara M. Taylor). (RS)

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